



هيئة ضمان جودة التعليم و التدريب  
Quality Assurance Authority for Education & Training

# **School Review Unit**

## **Review Report**

**Al-Alaa' Al Hadrami Primary Boys School**

Manama Governorate

Kingdom of Bahrain

**Date reviewed: 10 -12 March 2009**

## Contents

---

<b>The School Review Unit</b> .....	3
<b>Introduction</b> .....	4
Characteristics of the school.....	4
<b>Overall effectiveness</b> .....	5
The school’s capacity to improve .....	6
<b>The school’s main strengths and areas for development</b> .....	7
<b>What the school needs to do to improve</b> .....	8
<b>Overall judgement</b> .....	9

## The School Review Unit

---

The School Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The Reviews are independent and transparent. They provide important information for schools and the Ministry of Education about strengths and areas for improvement in schools to assist in focusing efforts and resources as part of the cycle of school improvement in order to drive up standards.

Review grades are awarded on a four point scale:

Grade description	Interpretation
Outstanding (1)	This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many.
Good (2)	This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
Satisfactory (3)	This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for students.

## **Introduction**

---

### **Scope of the Review**

This Review was conducted over three days, by a team of five Reviewers. During the Review, Reviewers observed lessons and other activities, examined students' written and other work, analysed the school's performance data and other documents, and talked with staff, pupils and parents. This report summarises their findings and recommendations.

### **Information about the school**

Gender of students: Boys

Number of students: 449

Age range: 7-11 years.

### **Characteristics of the school**

Al-Alaa' Al-Hadrami Primary Boys School is situated in the Capital governorate. It admits students between the ages of 7- 11 years. The total number of students in the school is 449. Students are divided into 15 classes. There are 6 students with physical disabilities, and 64 students with learning difficulties. Most of the students are from good economic and social backgrounds. The school is currently managed by the assistant principal. The number of the administrative, educational and technical staff is 50. Forty of them are teachers. The school lacks some essential facilities, such as an art room and a family education workshop. The school applies the new assessment system for the first and second cycle, and the new science and mathematics curriculum.

## Overall effectiveness

---

### How effective is the school in meeting the needs of students and their parents?

#### **Grade: 3 (Satisfactory)**

The effectiveness of Al-Alaa' Al-Hadrami Primary School for Boys is satisfactory overall. The review's findings revealed that student academic achievement, the quality of teaching and learning, the curriculum, support and enrichment programmes, the school leadership and management are all satisfactory. However, students' personal development and the school's capacity to improve are inadequate. Students and parents' are satisfied with the education that the school provides.

The students' academic achievement is satisfactory overall. Although the students achieved high success rates in the basic subjects' examinations, this high achievement is not reflected in classroom learning, and this has led to the majority of students making satisfactory progress. Students' performance in the English language and writing activities, however, was inadequate.

Students' personal development is inadequate. This is due to the limited opportunities available to students to develop their self-confidence, the opportunity and ability to express their views inside and outside the classrooms and a lack of individual roles and responsibilities. Students lack awareness of others. They do not respect one another and this results in squabbling, bickering and fighting amongst the boys. Some teachers do not have the appropriate behaviour management skills. There are insufficient opportunities for students to participate in extra-curricular activities.

The effectiveness of teaching and learning is satisfactory. The majority of teaching strategies used are very traditional, where the teacher, rather than the student is at the centre of the educational process. This reduces the opportunities for students' participation in lessons and, as a result, students were not sufficiently challenged. In addition, some aspects classroom and time management seen were ineffective.

The curriculum is satisfactory in the way it is delivered to students and the enrichment activities. The school is a stimulating environment for learning. It offers activities and has displays around school that promote students' citizenship skills, however, these are not utilized as fully as possible during lessons by the majority of teachers. Teachers are not quick to offer praise to students to motivate and encourage them. Work is sometimes not presented effectively enough to students by teachers. Moreover, students' acquisition of basic skills, in particular, English, reading and writing skills is inadequate. Arabic reading skills are promoted more effectively and some students' progress in this subject is good. The school is keen to provide a range of extra-curricular activities but the impact of these activities is not fully reflected inside the classroom.

The quality of support and guidance provided for students is satisfactory. The school prepares effective programmes to prepare the first grade students when they join the school and ensures their smooth transition in to school. The school also prepares the students promoted from the first cycle to the second cycle satisfactorily, however, support and guidance for students is not enough. Behaviour management is insufficient, demonstrated by the frequent fighting inside and outside the classroom.

The effectiveness of leadership and management is satisfactory. Senior Managers are effective in promoting enthusiasm and team spirit amongst the school staff, meeting their professional needs and, at the same time, assessing their performance through regular observations inside classrooms. However, strategic planning and self-assessment of the educational practice in the school is incomplete and insufficiently challenging and this has affected the students' achievement and the school's performance overall.

## Does the school have the capacity to improve?

### **Grade: 4 (Inadequate)**

The school's capacity to improve is inadequate. This is because the school does not have a permanent principal. The incomplete and ineffective strategic and self-assessment plans have held back to some extent, student progress and achievement. The school has not seen any significant improvement in performance in the last few years. The school has not been quick enough to address issues of behaviour. Behaviour observed in some classes is not appropriate, and affects the students' educational progress and overall achievement. This problem was identified as an area of concern in the academic year 2007/08, however, to date, there has been no significant action or improvement.

## **The school's main strengths and areas for development**

---

### **Main Strengths**

- Standards in Ministry exams.
- Induction programmes.
- Rich educational environment in first cycle classes.
- Communication with parents.
- Meeting students' personal needs.

### **Areas for development**

- Planning for differentiation.
- Higher order thinking skills.
- Self-evaluation.
- Strategic planning.
- Students' behaviour.
- Basic skills in English.
- Collaborative learning.
- Cross curriculum links.

## What the school needs to do to improve

---

In order to improve further, the school should:

- Provide a safe and secure educational environment for all students including improving the behaviour management skills of teachers.
- Take steps to improve the behaviour of students.
- Build a challenging strategic plan based on self-evaluation focussed on improvement with clear mechanisms to monitor performance.
- Utilize effective education and learning strategies that:
  - Engage the student much more in the learning process.
  - Provide sufficient opportunities for students to work together and learn from each other.



## Overall judgements

---

Aspect	Grade
<b>The school's overall effectiveness</b>	<b>3: Satisfactory</b>
The school's capacity to improve	4: Inadequate
Students' academic achievement	3: Satisfactory
Students' progress in their personal development	4: Inadequate
The quality and effectiveness of teaching and learning	3: Satisfactory
The quality of the curriculum	3: Satisfactory
The quality of guidance and support for students	3: Satisfactory
The quality and effectiveness of leadership and management	3: Satisfactory